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RDG 4402

The Miraculous Journey of Edward Tulane is about a three foot tall toy china rabbit that embarks on a cruel journey from owner to owner. Edward is a special gift that Abilene’s grandmother had gotten made for her. The story begins with Edward being at home with his owner who is a little girl named Abilene. He is beautifully made with a wardrobe of exquisite clothes and a pocket watch. Abilene make sure to wind the pocket watch every morning before she leaves for school so Edward will know when she will return. Like any toy, Edward cannot move or talk but unlike any other toy, he can think. Despite being loved by a little girl named Abilene, he does not love anyone but himself.

Abilene’s mysterious grandmother tells her and Edward a bedtime story about a princess who cannot love and before leaving, she whispers to Edward “You disappoint me.” Soon after, while on a cruise ship, Edward is thrown overboard by some mean boys. This becomes the beginning of the journey that carries him through many years of different owners. Edward experiences humiliation, damage and pain but enables him to gradually open his heart to others. Through the eyes of Edward Tulane and his many experiences, students will learn to appreciate and give love.

This story will make the reader experience different emotions. My son and I read this story together by alternating chapters. At first we would read a few chapters at a time but then we could not stop until we finished the whole book. Together, we laughed, got angry and even felt empathetic. An underlying message could be that even though it may take time, we can always change for the better.

SRE

PREREADING ACTIVITIES:

1. Motivating: Get students involved in one of the central issues of the book.
2. (Pre-teach Vocabulary: Discuss concepts or challenging vocabulary.)
3. Pre-questioning: Have students predict the end of the book or predict what will happen based on the title and pictures in the book.

DURING-READING ACTIVITIES

1. Supported Reading: Students write in their journals, problems Edward faces, solutions and how they changed Edward.
2. Traditional Study Activities: Students get in groups, read and summarize a portion or chapter.
3. Student Oral Reading: Students interpret meaning of a piece of the text in their own words and retell the story in their own words.

POSTREADING ACTIVITIES

1. Questioning: Students write answers to a question given by the teacher. (Record answers on a chart and read as a class.)
2. Discussion: Divide students in groups and provide each group with a scenario. Have each group discuss their scenario and tell the effect on Edward.
3. Drama: Students reenact the different scenarios in the book that Edward experienced.
4. (Artistic, Graphic and Nonverbal: Students who do not feel comfortable reenacting scenes can draw the scenes.)